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ABSTRACT

The sources for this comprehensive study of the performance of first year teachers from Bowling Green State University (BGSU) were: (1) 62 first-year teachers who completed self-evaluation forms; (2) 24 BGSU faculty members who observed and interviewed the teachers; (3) 62 principals who rated the performance of the teachers; (4) 62 peer teachers; and (5) 36 classes of pupils who rated the daily performances of the teachers. Section two presents an analysis of the student teaching success scores of past students who were willing to be observed and those unwilling to participate in the study. The third section contains BGSU faculty observer ratings and self-ratings for the 62 teachers for 13 sets of competency indicators. Section four summarizes narrative comments recorded on the on-site observation/interview forms. In section five, principal, peer teacher, and self-evaluation ratings are presented in comparison tables. In the final section, pupil responses to teacher performances are analyzed. (JD)

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An On-Site Follow-Up of a Sample of BGSU's First Year Teachers

VOLUME 1

SP 026 387

An On-Site Follow-Up of a Sample of BGSU's First Year Teachers

Volume 1

Prepared by
Fred L. Pigge, Director
Office of Educational Research and Services
College of Education
Bowling Green State University

Fall, 1981

Special thanks and acknowledgement is presented to three faculty members who gave guidance, support, and acted as review critics for the instruments and proposed procedures of the study. They were Patricia Reed, Director of Teacher Education Redesign, Robert L. Reed, Chairperson of Educational Foundations and Inquiry, and Peter Wood, Coordinator of Evaluation Studies.

Special thanks are also extended to the 24 faculty members who did superb performances in collecting the data. In addition, these faculty members, through their excellent public relations, helped immeasurably in enhancing the prestige and consideration of our college by those persons who hire our products.

The 24 faculty members to whom we owe a special thanks (in alphabetical order) are:

Tom Bach	School of Technology
Thomas Bennett	Educational Foundations & Inquiry
Bonnie Chambers	Educational Curriculum & Instruction
Leigh Chiarelott	Educational Curriculum & Instruction
Ken Craycraft	Educational Curriculum & Instruction
Patricia Erickson	Home Economics
Ed Fiscus	Special Education
Robert Freeman	Special Education
Veronica Gold	Special Education
Bill Harrington	Educational Foundations & Inquiry
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Janet Lee	Educational Curriculum & Instruction
Dorothy Luedtke	Health, Physical Education & Recreation
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Sally Sakola	Health, Physical Education & Recreation
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Peter Wood	Educational Foundations & Inquiry
Robert Yonker	Educational Foundations & Inquiry

TABLE OF CONTENTS

Page

Volume 1 An On-Site Follow-Up of a Sample of BGSU's First Year Teachers

Acknowledgement 1

Section

1 - An Overview 1

2 - An Analysis of the Student Teaching Success Scores of Past Students Who Were Willing to be Observed and Past Students Who Were Not Willing to be Observed or Who Did Not Respond to the Invitation to Participate 5

3 - BGSU Faculty Observer Ratings and the Self-Rating of 62 First-Year Teachers for 13 Sets of Competency Indicators. 8

4 - Summary of the Narrative Comments Recorded on the "On-Site Observation/Interview Form" 34

5 - Principal, Peer Teacher, and Self-Evaluative Ratings of the Performances of the First-Year Teachers 43

6 - Analyses of Pupil Responses. 64

Volume 2 An Analysis of the Responses of the 62 First-Year Teachers Who Were Interviewed/Observed During Spring Quarter, 1981 Via: An Appraisal of My Preparation as a Teacher at Bowling Green State University

Volume 3 A Collection of Instruments Used With the On-Site Interviews/Observations of 62 First-Year Teachers Spring Quarter, 1981

TABLE OF CONTENTS
(continued)

Page

List of Figures/Tables
in Volume 1

Table 1 - Item and Total Means of the BGSU Faculty Observers and First-Year Teachers 10

Table 2 - Analyses of Student Responses by Classes 83

Figure 1 - Average Ratings for the 13 Competencies 11

Figure 2 - A Comparison of BGSU Faculty Observer Ratings and the Self-Ratings of 62 First-Year Teachers for 13 Sets of Competency Indicators. 12

Figure 3 - Evaluative Ratings of 62 First-Year Teachers. 44

An On-Site Follow-Up of a
Sample of BGSU's First-Year Teachers

Section 1 -- Overview

Introduction

A rather comprehensive study of the performance of our first-year teachers was undertaken during the 1980-81 academic year. We attempted to gather data from a variety of sources and instruments. These sources were:

1. From the 62 first-year teachers themselves. These teachers completed the following forms:
   a. A Self-Evaluation of My Performance as a First-Year Teacher (their principals and peer teachers also completed copies of this form -- 43 items).
   b. A Self-Evaluation of My Proficiency in Selected Competency Areas (BGSU faculty members also completed a copy of this form -- 13 competency areas -- 42 indicators).
   c. An Appraisal of My Preparation as a Teacher at BGSU.
2. From 24 BGSU College of Education faculty members who observed the teaching of the first year teachers and who later interviewed the teachers. These faculty members furnished the following data:
   a. Ratings of the Performance of the First-year Teachers in 13 competency areas (Via 42 indicators).
   b. First-year teachers' responses to a set of interview questions.

3. From 62 principals - they rated the performance of the first year teachers via 43 items.

4. From 62 peer teachers - they also rated the performance of the first year teachers via the same 43 items.

5. From 36 classes of pupils -- these pupils provided ratings of the daily and average performances of the teachers.

It can thus be concluded that much data were collected in the process of conducting this study. The present Volume 1 contains summary reports of:

Section 2 -- An Analysis of the Student Teaching Success Scores of Past Students Who were Willing to be Observed and Past Students Who Were Not Willing to be Observed or Who Did Not Respond to the Invitation to Participate

Section 3 -- BGSU Faculty Observer Ratings and the Self-Rating of 62 First-Year Teachers for 13 Sets of Competency Indicators

Section 4 -- Summary of the Narrative Comments Recorded on the On-Site Observation/Interview Form

Section 5 -- Principal, Peer Teacher, and Self Evaluative Ratings of the Performances of the First-Year Teachers

Section 6 -- Analyses of Pupil Responses

Volume 2 is composed entirely of a discussion and the first-year teachers' responses to the instrument entitled: "An Appraisal of My Preparation As a Teacher at BGSU."

Volume 3 is a collection of the instruments used in the study.

Sample

It was determined that approximately 300 of our 1979-80 graduates* were teaching in the State of Ohio during the 1980-81 school year. A letter explaining the purpose of the proposed study was sent to each of these

*See page 4

graduates and the letter also requested their cooperation in the evaluative endeavor.

Eventually, after a second mailing to non-respondents, we received replies from approximately 250 (80+%). Of these 250, approximately 150 (60%) agreed to participate in the study. The other 100 were not willing to have us observe them or they were teaching in a situation that did not lend itself to observation (e.g., a speech therapist working in say 3 school districts and teacher-pupil ratio of 1 to 1, teacher of an emotionally disturbed class and she did not want to "excite" the pupils with a stranger in the classroom, etc.). Thus, out of the original sample (population) of 300, 50% were willing to be observed, 33% were not willing to be observed (some had good reasons, most did not comment what-so-ever) and no replies/responses were received from approximately 17%.

Section 2 of the present volume presents comparative data related to the student teaching success of these two groups of former students -- those who were willing to be observed and those who were not willing to be observed or who did not respond.

A stratified sample of 62 was randomly selected from the 150 who were willing to be observed. This sample very closely approximated the composition of the entire graduating class of 1980-81:

	Observed	% of Sample
Special Education	N = 20	32%
Specialized Education	N = 20	32%
Secondary Education	N = 12	19%
Elementary Education	N = 10	16%
	N = 62	99%

The 62 first-year teachers represented approximately a 20% sample of the students* who found full time teaching positions in the State of Ohio.

Data Collection

Twenty-four faculty members (representing the following departments: Educational Curriculum and Instruction, Educational Foundations and Inquiry, Educational Administration and Supervision, School of Technology(IET), Special Education, Home Economics, and Health, Physical Education and Recreation) observed/interviewed the 62 teachers on-site during late March, April, and early May, 1981. Complete data were received from the observers, first-year teachers, principals, and peer teachers by June 30, 1981.

As mentioned previously, Section 2 compares the student teaching success scores of the teachers who were and were not willing to be observed. Rest of the data is then presented as noted in Table of Content.

*Only the students who graduated from the university in June or August, 1980 composed the population for this study. These commencements, by far, are the largest of the four per year.

Section 2

An Analysis of the Student Teaching Success Scores of Past Students Who Were Willing to be Observed and Past Students Who Were Not Willing to be Observed or Who Did Not Respond to the Invitation to Participate

Section 2

An Analysis of the Student Teaching Success Scores of Past Students Who Were Willing to be Observed and Past Students Who Were Not Willing to be Observed or Who Did Not Respond to the Invitation to Participate

Procedures

Fifty names were selected at random from the pool of approximately 150 first-year teachers who were willing to be observed. Thirty-five names were selected at random from the pool of first-year teachers who were not willing to be observed or who did not respond to the original request for participation in the study.

The letter (and data source) presented on the next page was sent during April/May, 1981 to the student teaching college supervisor of the 85 students.

Usable student teaching success scores were received for 40 (80%) of the first sample (willing to be observed) and for 26 (74%) of the second sample (not willing to be observed or no response).

Findings

Presented below are basic data and frequency distributions of the student teaching success scores of the two samples of students.

	"Score"	Willing To Be Observed f		%	Not Willing Or No Response f		%	
Above Average	7	7	79%	18	7	77%	27	77%
	6	11		28	10		38	
	5	13		33	3		12	
Average	4	8		20	3		12	
	3	0		0	1		4	
Below Average	2	1	3%	3	2	12%	8	12%
	1	0		0	0		0	
		$\bar{X}$ = 5.35			$\bar{X}$ = 5.50			
		S.D.= 1.14			S.D. = 1.50			

independent t-ratio of the mean difference = 0.45 N.S. $p>.20$

Bowling Green State University

College of Education
Office of Research and Services
Suite 330 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

Dear

According to our records, _____ was one of your student teachers during the 1979-80 school year.

Within the last 12 weeks we have selected 62 first year teachers to interview/observe. These 62 were selected from approximately 150 first year full-time Ohio teachers who were willing to cooperate with us. The other 150 full-time first year teachers did not respond or were not willing to be interviewed/observed.

The above named person was in one of these groups, i.e., willing to be observed or no response/not willing.

We need to be in a position to indicate that the past students who were willing to be observed did or did not differ significantly as far as student teaching success was concerned, from those who were willing to be observed.

In this light, would you please rate the concerned person on his/her student teaching success via the scale presented below? Please return this form to me as soon as possible. Thank you.

During student teaching, the concerned person (in comparison to his/her peers) rated:

1	2	3	4	5	6	7
Very Weak	Weak	Below Average	Average	Above Average	Strong	Very Strong

Sincerely yours,

Fred L. Pigge, Director
Educational Research & Services

FLP/mjp

Conclusion

Proportionally there appeared to be no major differences in the number of students who were rated above average in the two samples (79% compared to 77%). However, the data would seem to indicate that there were, in a proportional sense, more "average" teachers in the "willing to be observed" group than in the "not willing to be observed" group (20% compared to 12%). Twelve percent of the "not willing" group were rated at "below average" while only 3% of the "willing" group received this rating.

The "not willing" group had a somewhat higher overall mean than did the "willing" group (5.50 compared to 5.35). The difference between these two means was not significant. The "not willing" group had a somewhat higher standard deviation than did the "willing" group, indicating more spread among the scores of the "not willing" students.

In summary, the two groups, on the basis of student teaching success scores, were primarily composed of above average performers. There certainly must have been considerations other than teaching ability in causing some past students to denote a willingness to participate in the study and other similar students to disregard the request or to state that they did not wish to participate.

Section 3

BGSU Faculty Observer Ratings and the
Self-Rating of 62 First-Year
Teachers for 13 Sets of Competency Indicators

Section 3

BGSU Faculty Observer Ratings and the Self-Rating of 62 First-Year Teachers for 13 Sets of Competency Indicators

Procedures

During the fall and winter quarter of the 1980-81 school year, the following related activities occurred:

1. Preparation of two evaluative rating forms (one to be used by BGSU faculty observers and another similar form to be used in a self-evaluation endeavor by the first-year teachers).
2. Selection of BGSU faculty observers (each teacher education department was asked to participate).
3. Orientation of the faculty observers to the task at hand.
4. Distribution of a packet of materials to the faculty observers--for later use and/or distribution on-site.
5. Selection of the first-year teachers to be observed/interviewed.

Instrument

The rating forms attempted to determine the first-year teachers' performance levels regarding 13 teaching competencies. Each teaching competency had at least two and some had as many as five indicators. The faculty observers looked for indications of the teaching competencies while observing the teaching of the first-year teachers. This examination was augmented immediately after the observation by an interview conducted with the first-year teacher.

The first-year teacher was also asked to complete a similar form as a self-evaluation.

(It should be mentioned that much guidance for the development of

the concerned forms and the procedures of the study was obtained from competency materials published by the University of Georgia and the Georgia Department of Education.)

The reader may ascertain the theme of each competency and the essence of each indicator by examining the specific findings presented later in this section. The wording used in this report is the same as that used for the self-evaluation form--the faculty form was in essence a parallel form with appropriate word changes.

Both groups were asked to use a 5 point rating scheme--with 5 being very proficient to 1 being not proficient.

General Findings

The rating "3" was average, the rating "4" was described as, "pretty good coverage (of the expected competency); effort, ability and knowledge shown; lacking some skill; had rough edges; etc." A rating of "5" was very good performance and fit the elaboration of a "5" presented with each competency indicator (see specific findings).

For all practical purposes, "a small indication of proficiency in a competency area was given a rating of "3", good proficiency was given a rating of "4", and excellent proficiency was given a "5".

Table 1 presents the mean ratings of the BGSU observers and the teacher's self-ratings for the 13 competency areas and the 42 indicators.

Figures 1 and 2 present graphic illustrations of the data presented in Table 1.

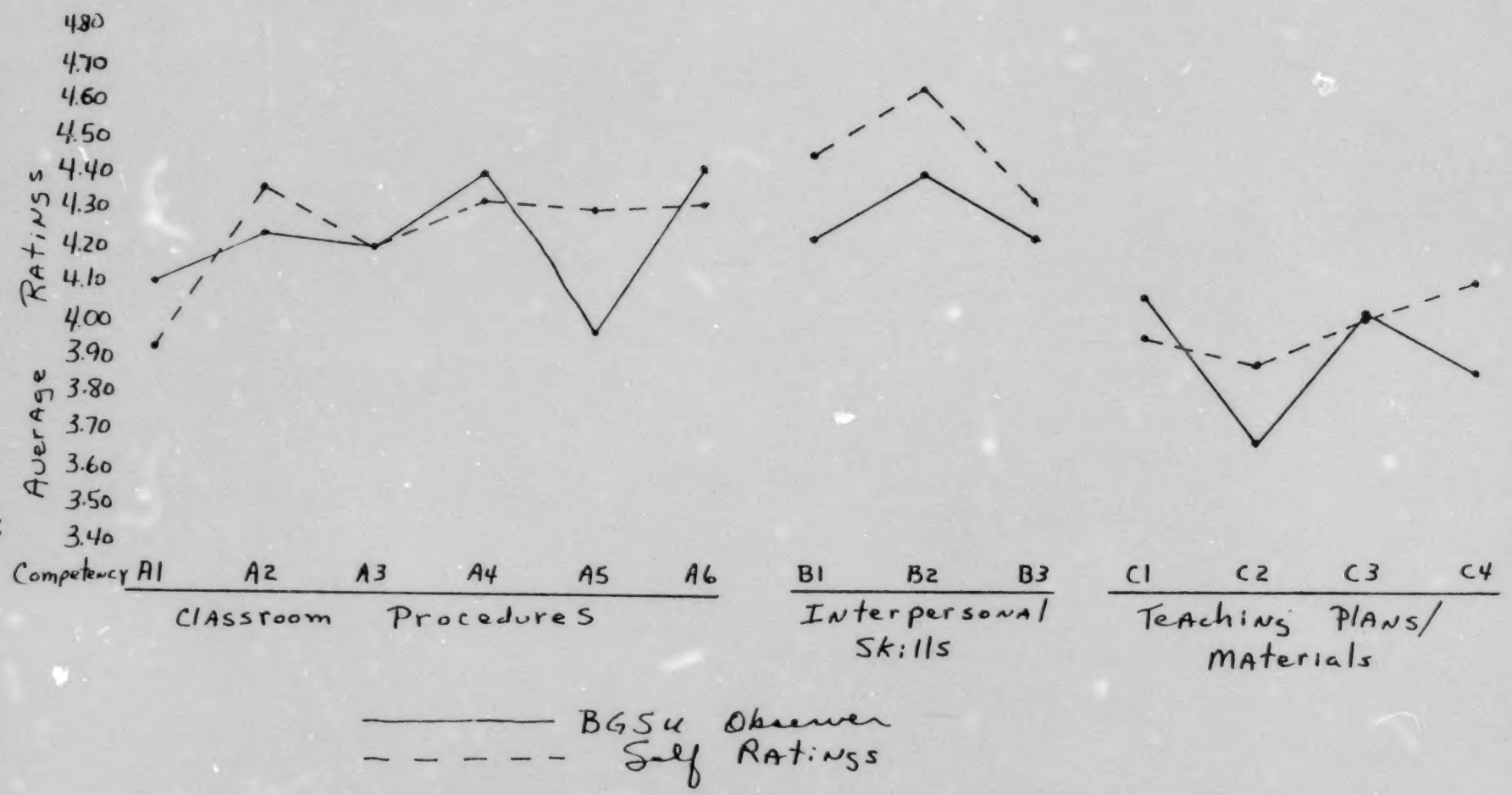
Figure 1 reveals that the lowest rated competency for both groups was C2 -- "Is instruction organized to take into account individual differences among learners -- (C2a learners-capabilities, C2b learning-

Table 1

Item and Total Means of the
BGSU Faculty Observers and First Year Teachers

A Classroom Procedures			B Interpersonal Skills			C Teaching Plans/Materials		
Item	Univ Observer	1st yr. Teacher	Item	Univ Observer	1st yr. Teacher	Item	Univ Observer	1st yr. Teacher
A1a	4.16	4.03	B1a	4.29	4.65	C1a	4.23	3.86
A1b	3.97	3.84	B1b	4.08	4.21	C1b	4.23	4.16
A1c	4.16	3.90	B1c	4.27	4.44	C1c	4.03	4.10
Total	12.29	11.77	Total	12.64	13.30	C1d	4.03	3.74
A2a	4.15	4.18	B2a	4.42	4.84	C1e	3.71	3.84
A2b	4.39	4.65	B2b	4.36	4.58	Total	20.23	19.70
A2c	4.13	4.29	B2c	4.36	4.42	C2a	3.76	3.94
A2d	4.16	4.16	Total	13.14	13.84	C2b	3.48	3.73
A2e	4.36	4.50	B3a	4.11	4.34	C2c	3.74	3.94
Total	21.19	21.78	B3b	4.42	4.45	Total	10.98	11.61
A3a	4.40	4.19	B3c	4.23	4.26	C3a	3.95	3.90
A3b	4.11	3.94	B3d	4.08	4.23	C3b	4.04	4.08
A3c	4.05	4.44	Total	16.84	17.28	Total	7.99	7.98
Total	12.57	12.57	Grand			C4a	3.82	3.77
A4a	4.16	4.05	Tot B	42.62	44.42	C4b	3.84	4.39
A4b	4.68	4.58	Over-			Total	7.66	8.16
A4c	4.42	4.19	all B	4.19	4.27	Grand		
A4d	4.27	4.42				Tot C	46.86	47.45
Total	17.53	17.24				Over-		
A5a	3.79	4.15				all C	3.82	3.69
A5b	4.18	4.42						
Total	7.97	8.58						
A6a	4.37	4.37						
A6b	4.47	4.24						
A6c	4.37	4.29						
Total	13.21	12.90						
Grand								
Tot A	84.76	84.84						
Over-								
all A	4.21	4.00						

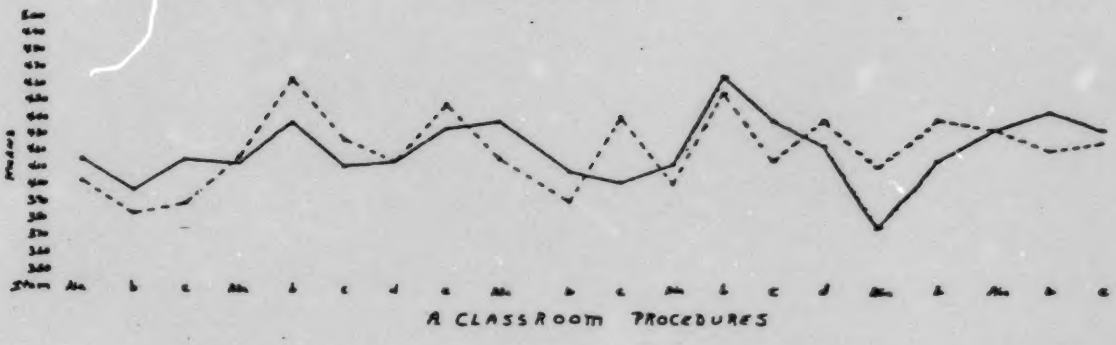
Overall A+B+C	4.16	3.95
Grand Totals	174.24	176.71

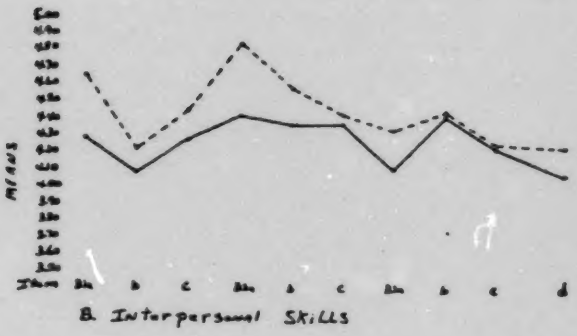


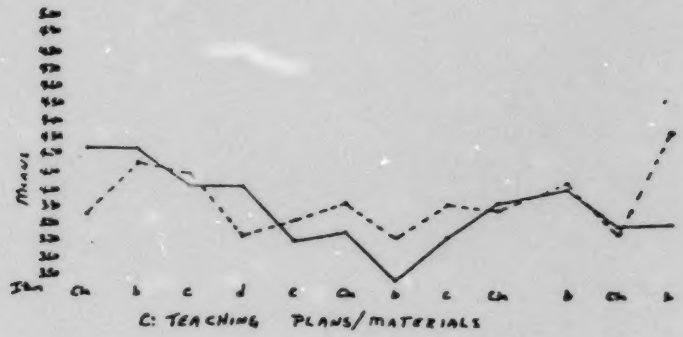
Average Ratings For The 13 Competencies

FIGURE 1

FIGURE 2







——— University Observers Ratings

- - - - - - - Self- Ratings

A Comparison of BGSU Faculty Observer Ratings and the Self-Ratings of 62 First-Year Teachers for 13 Sets of Competency Indicators

styles, and C2c rates of learning)?"

The self ratings produced three other means less than 4.00, namely A1, C1, and C3. Descriptions of these competencies were:

A1. Are instructional techniques, methods, and media related to the objectives of a lesson? ($\bar{X}$ = 3.92)

C1. Is instruction planned to achieve selected objectives? ($\bar{X}$ = 3.94)

C3. Is information obtained and used about the needs and progress of individual learners. ($\bar{X}$ = 3.99)

The faculty, in addition to competency C2, gave the first year teachers two other overall mean ratings less than 4.00. They were:

A5. Is an understanding of the school subject being taught demonstrated? ($\bar{X}$ = 3.96)

C4. Does the teacher obtain and use information about the effectiveness of instruction to revise it when necessary? ($\bar{X}$ = 3.83)

All other competencies, for both the self-ratings and the ratings given by the BGSU faculty, earned overall means greater than 4.00.

It was interesting to note that all the self ratings for Interpersonal Skills (Competencies B1, B2, and B3) were higher than the ratings given by the BGSU faculty (see Figure 1).

Figure 2 presents the mean ratings for the two groups for each of the indicators for each competency. It may be observed from data presented in Figure 2 that the lowest ratings were in the area of Teaching Plans/Materials, the highest in Interpersonal Skills, and somewhere in between these two extremes were ratings given to the indicators for Classroom Procedures. A special accounting of ratings below 3.90 given by the

faculty seems appropriate. It is probably in these areas that BGSU's first-year teachers are performing, overall, their poorest. Even then, the performance of say 80% of the graduates is probably very satisfactory. The items that have been omitted in this classification probably indicate satisfactory training at Bowling Green State University and/or performance of our first-year teachers.

Item	Description	Means	
		Faculty	Self
A5a	Purpose and importance of topics	3.79	4.15
C1e	Plan instruction at a variety of levels	3.71	3.84
C2a	Organize instruction to take into account differences in capabilities	3.76	3.94
C2b	Organize instruction to take into account differences in learning styles	3.48	3.73
C2c	Organize instruction to take into account differences in rates of learning	3.74	3.94
C4a	Information regarding effectiveness of instruction	3.82	3.77
C4b	Revise instruction using evaluation results and other data	3.84	4.39

The preceding has served as a brief overview of some of the more apparent findings. Frequency data related to each indicator are now presented.

The ratings you are to use for each stated activity are presented below:

"Score"	Description
1	NO! No observable or indicated activities or efforts; no day-after-day evidence that you apply and/or possess any knowledge or ability in this area.
2	no; You display some effort but overall a rather feeble attempt; this may be caused by your lack of knowledge or ability or desire or ...
3	yes-no; Somewhat more than an overall 'no'; somewhat less than an overall 'yes'.
4	yes; Pretty good coverage; effort, ability, and knowledge shown; with more experience and effort, you will likely be more skilled and perform in a smooth manner.
5	YES! You generally perform in the manner described in the elaboration of the concerned statement.

SECTION A. Classroom Procedures

A1. Do you use instructional techniques, methods, and media that are related to the objectives of a lesson?

Competency A1 has a set of three indicators, which are presented below. A "score" is to be given to each indicator, then added to produce a total score for Competency A1.

a. Do you use teaching methods appropriate for the objectives, learners, and the environment?
(Elaboration: A "5" would indicate that your methods are matched to objectives and to the learners, activities are compatible with learning environment, and the lessons are usually well coordinated and run smoothly.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	7	32	21	4.16
Self-Evaluation	0	0	1	6	45	10	4.03

b. Do you use instructional equipment and other instructional aids?
(Elaboration: A "5" would indicate skillful use of instructional equipment or instructional aids at appropriate times. Media presented blends smoothly with other kinds of instruction. Evidence of skillfully prepared original instructional materials a definite plus.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	4	14	24	20	3.97
Self-Evaluation	0	1	2	16	30	13	3.84

c. Do you use instructional materials that provide learners with appropriate practice on objectives?
(Elaboration: A "5" indicates that materials chosen are relevant to the objectives, learners are given ample opportunity to practice the objectives. A definite plus if in addition to above, formal or informal progress assessment techniques are used to determine whether the practice individual learners receive is sufficient.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	1	11	27	23	4.16
Self-Evaluation	0	0	1	14	37	10	3.90

Totals for Competency A1

	f	
Score	University Observer	Self
6-7	2	1
8-9	2	3
10-11	16	21
12-13	20	28
14-15	22	9
	62	62
$\bar{X}$	12.29	11.77
S.D.	2.07	1.56

A2. How well do you communicate with the learners?

a. Do you give directions and explanations related to lesson content?
(Elaboration: A "5" indicates no evidence of learner confusion about directions or explanations for a normal lesson--a "4" would indicate that only a few learners misunderstand.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	1	10	30	21	4.15
Self-Evaluation	0	0	0	2	47	13	4.18

b. Do you clarify directions and explanations when learners misunderstand lesson content?
(Elaboration: A "5" indicates that you give directions or explanations using different words and ideas when learners do not understand, or you attempt to identify areas of misunderstanding and restate communication before learners ask or no misunderstanding is evident during a normal lesson.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	0	6	26	30	4.39
Self-Evaluation	0	0	0	1	20	41	4.65

c. Do you use responses and questions from learners in teaching? (Elaboration: A "5" indicates that you ask for responses or questions frequently throughout a lesson and provide feedback to learners. A definite plus is when you incorporate learner responses and questions into activities--use student's ideas later in lesson, refer to ideas from earlier lessons, indicate plans to use student ideas in future lessons.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	14	20	26	4.13
Self-Evaluation	0	0	1	8	25	28	4.29

d. Do you provide feedback to learners throughout the lesson? (Elaboration: A "5" indicates somewhat more than just informing students of their errors; the teacher should try to help students evaluate the adequacy of their own performance. A definite plus is when you probe for the sources of misunderstanding--how did students arrive at their ideas or answers?)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	1	11	27	23	4.16
Self-Evaluation	0	0	2	9	28	23	4.16

e. Do you use acceptable written and oral expressions with learners? (Elaboration: A "5" indicates that your speech is understandable, oral expression is correct, written material (chalkboard, handouts, etc.) is legible and written expression is correct.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	0	11	18	33	4.36
Self-Evaluation	0	0	0	7	17	38	4.50

Totals for Competency A2

	f	
Score	University Observer	Self
12-13	0	2
14-15	5	1
16-17	6	0
18-19	9	8
20-21	16	16
22-23	11	23
24-25	15	12
	62	62
$\bar{X}$	21.19	21.78
S.D.	3.09	2.67

A3. Do you demonstate a repertoire of teaching methods?

a. Do you implement learning activities in a logical sequence? (Elaboration: A "5" indicates that the ideas, skills, activities are not out of sequence--in other words, no sequencing problems are noted in a normal lesson.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	0	7	23	32	4.40
Self-Evaluation	0	0	0	11	28	23	4.19

b. Do you demonstrate ability to conduct lessons using a variety of teaching methods?
(Elaboration: A "5" would indicate the use of 2 or more teaching methods in a typical lesson. The following are examples of teaching methods: drill, inquiry, discussion, role playing, demonstration, explanation, problem solving, etc.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	4	15	13	30	4.11
Self-Evaluation	0	0	3	16	25	18	3.94

c. Do you demonstrate ability to work with individuals, small groups, and large groups?
(Elaboration: A "5" would indicate that your role is appropriate to each group size--transitions from one sized group to another are smooth,etc.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	3	16	18	25	4.05
Self-Evaluation	0	0	0	5	25	32	4.44

Totals for Competency A3

	f	
Score	University Observer	Self
6-7	1	0
8-9	4	1
10-11	16	14
12-13	12	30
14-15	29	17
	62	62
$\bar{X}$	12.57	12.57
S.D.	2.17	1.56

A4. Do you reinforce and encourage learner involvement in instruction?

a. Do you use procedures which get learners initially involved in lessons? (Elaboration: A "5" would indicate that most of these are present: helps learner recall past experiences or knowledge; uses existing interests of learners as a link to new activities; use of events or thought-provoking questions; helps learners understand what they may achieve by participating in the activities.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	2	2	8	22	28	4.16
Self-Evaluation	0	0	0	12	35	15	4.05

b. Do you provide learners with opportunities for participating? (Elaboration: A "5" would indicate that most (say 90+%) of the learners have opportunity for active participation at some time in a normal lesson (e.g., small group discussion, questions/answers, physical manipulation of materials, physical movement, individual work, etc.).

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	1	3	11	47	4.68
Self-Evaluation	0	0	0	5	16	41	4.58

c. Do you maintain learner involvement in lessons? (Elaboration: A "5" would indicate that nearly all learners (90+%) stay on task throughout a normal lesson. A "4" would indicate say 7 out of 10 students (70% stay on task.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	1	5	23	33	4.42
Self-Evaluation	0	0	0	8	34	20	4.19

d. Do you reinforce and encourage the efforts of learners to maintain involvement? (Elaboration: A "5" would indicate that you use activities which are appropriate for learners, vary pace and nature of activity, respond positively to learners who participate, and identify and respond to learners who are off task. Your responses may be verbal or nonverbal (frowns, smiles, pat on back, etc.).

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	0	11	23	28	4.27
Self-Evaluation	0	0	0	4	28	30	4.42

Totals for Competency A4

Score	f University Observer	Self
7-8	1	0
9-10	0	1
11-12	3	1
13-14	5	5
15-16	10	14
17-18	16	21
19-20	27	20
	62	62
$\bar{X}$	17.53	17.24
S.D.	2.40	2.15

A5. Do you demonstrate an understanding of the school subject being taught and its relevance?

a. Do you help learners recognize the purpose and importance of topics or activities?
(Elaboration: A "5" indicates that the importance of the topic or activity is conveyed to the learners; topics or activities are taught in context; teacher explains how topics or activities are but a portion of a larger content area.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	1	2	20	25	14	3.79
Self-Evaluation	0	0	0	14	25	23	4.15

b. Do you demonstrate knowledge in the subject area?
(Elaboration: A "5" indicates that subject area knowledge you demonstrate is accurate and up-to-date and that you possess ability to discriminate between adequate and inadequate performances/ responses by pupils. A definite plus is when you approach higher taxonomy levels. (Bloom)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	10	25	25	4.18
Self-Evaluation	0	0	1	6	21	34	4.42

Totals for Competency A5

Score	f University Observer	Self
3-4	2	0
5-6	6	2
7-8	28	25
9-10	26	35
	62	62
$\bar{X}$	7.97	8.58
S.D.	1.48	1.24

A6. Do you organize time, space, materials, and equipment for instruction?

a. Do you attend to routine tasks?
(Elaboration: A "5" indicates that you anticipate routine tasks and attend to them efficiently; tasks are handled smoothly. A definite plus is when teacher delegates many tasks to the students and learners are responsible for various dimensions of the task (e.g., distributing materials, picking up work area, etc.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	4	25	31	4.37
Self-Evaluation	0	0	0	6	27	29	4.37

b. Do you use instructional time effectively?
(Elaboration: A "5" indicates that you begin activities promptly, continue activities until end of allocated time period, avoid unnecessary delays during the lesson and avoid undesirable digressions* from the topic.) (*Not all digressions are undesirable.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	4	19	37	4.47
Self-Evaluation	0	0	0	8	31	23	4.24

c. Do you provide a learning environment that is attractive and orderly?
(Elaboration: A "5" indicates that classroom is free of litter, furniture is neat and orderly, bulletin boards and displays create a pleasant atmosphere and serve an instructional purpose.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	0	8	23	31	4.37
Self-Evaluation	0	0	1	6	29	26	4.29

Totals for Competency A6

	f	
Score	University Oberver	Self
8-9	4	2
10-11	4	8
12-13	23	28
14-15	31	24
	62	62
$\bar{X}$	13.21	12.90
S.D.	1.76	1.54

Grand Total For Section A

Score	f University Observer	Self
50-54	1	0
55-59	0	1
60-64	6	1
65-69	0	2
70-74	5	7
75-79	9	8
80-84	5	11
85-89	12	15
90-94	17	12
95-99	5	5
100	2	0
	62	62
$\bar{X}$	84.76	84.84
S.D.	11.10	8.81

Summary Rating for Section A

It is my opinion that my overall proficiency in the conduct of classroom procedures is:

1	2	3	4	5
F	D	C	B	A
Little or no proficiency	Limited proficiency	Adequate or average proficiency	Somewhat above average proficiency	Extensive proficiency

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	8	27	25	4.21
Self-Evaluation	0	0	0	8	46	8	4.00

SECTION B. Interpersonal Skills

B1. Do you demonstrate enthusiasm for teaching and learning and the subject being taught?

a. Do you communicate personal enthusiasm?
(Elaboration: A rating of "5" would indicate that you do most of the following: communicate enthusiasm with eye contact or facial expressions indicating pleasure, concern, interest, etc.--use voice inflections while stressing points--"enthusiastic" posture--gestures, etc.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	6	26	28	4.29
Self-Evaluation	0	0	0	2	18	42	4.65

b. Do you stimulate learner interest?
(Elaboration: A rating of "5" would indicate that you appear eager to begin lesson, use interesting, unusual or important dimensions or applications of the topic, and attempt to involve all learners. A definite plus would be your attempting to personalize lesson: personal examples, using student experiences, examples or ideas, trying to make lesson relevant.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	3	11	26	22	4.08
Self-Evaluation	0	0	0	7	35	20	4.21

c. Do you convey the impression of knowing what to do and how to do it?
(Elaboration: A "5" would indicate that you appear to know what is to be done, materials on hand and easily accessible, goals for the lesson are communicated to the learners. A definite plus would be conveying the importance of the topics or activities to the learners.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	1	0	7	27	27	4.27
Self-Evaluation	0	0	1	1	30	30	4.44

Totals for Competency B1

	f	
Score	University Observer	Self
6-7	1	0
8-9	3	1
10-11	10	5
12-13	23	26
14-15	25	20
	62	62
$\bar{X}$	12.64	13.30
S.D.	2.08	1.40

B2. Do you help learners develop positive self-concepts?

a. Do you demonstrate warmth and friendliness? (Elaboration: A "5" indicates that you do most of these: seek information about the interests or opinions of the learners, smile at learners, laugh or joke with them, maintain close contact by standing or sitting near them, use names of learners in warm and friendly way when addressimg them, etc.).

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	5	20	35	4.42
Self-Evaluation	0	0	0	0	10	52	4.84

b. Do you demonstrate sensitivity to the needs and feelings of learners? (Elaboration: A "5" indicates that you do most of the following: reinforce learners (either verbal or nonverbal) when they do well, encourage learners when they have difficulty, actively listen to or accept ideas from learners, are courteous, etc.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	3	5	21	33	4.36
Self-Evaluation	0	0	0	1	24	37	4.58

c. Do you demonstrate patience, empathy, and understanding? (Elaboration: A "5" indicates that you show or use most of these: patience with or empathy for student performance (wrong answers as well as right, poor performance as well as good, undereagers as well as overeagers, etc.); patience with or empathy for learners who need additional time, explanation or finish early; language free of sarcasm or ridicule; through words or actions that learners' problems or comments are understood.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	4	26	30	4.36
Self- Evaluation	0	0	0	1	34	27	4.42

Totals for Competency B2

	f	
Score	University Observer	Self
6-7	2	0
8-9	2	0
10-11	7	1
12-13	17	20
14-15	34	41
	62	62
$\bar{X}$	13.14	13.84
S.D.	2.14	1.08

B3. How well do you manage classroom interactions?

a. Do you provide feedback to learners about their behavior? (Elaboration: A "5" indicates most of the following: you make expectations about behavior clear to learners (are students on task at appropriate time?); provide verbal and nonverbal feedback for acceptable or unacceptable behavior, use language free of derogatory references, etc.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	1	10	32	19	4.11
Self-Evaluation	0	0	0	9	23	30	4.34

b. Do you promote comfortable interpersonal relationships? (Elaboration: A "5" indicates most of the following: you speak politely with learners; courteous interchanges among learners exist or are encouraged; expectations are consistent throughout the lesson; you are fair and impartial (no favorites or biases) when dealing with learners.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	1	6	21	34	4.42
Self-Evaluation	0	0	0	4	26	32	4.45

c. Do you maintain appropriate classroom behavior? (Elaboration: A "5" indicates most of the following: you use various techniques (e.g., social approval, contingent activities, punishment, keep students on task, etc.) in maintaining appropriate behavior: you overlook inconsequential problems; you reinforce appropriate behavior; learners do not disrupt the learning of others often or for extended periods of time.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	10	22	28	4.23
Self-Evaluation	0	0	0	9	28	25	4.26

d. Do you manage disruptive behavior among learners? (Elaboration: A "5" indicates that you deal with learners who have caused disruption, rather than with entire class; attend to major disruptions quickly and firmly; consequences are based on severity; rule violations carry consequences appropriate for learners (consequences probably not same for all learners--special children may require different treatment.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	10	31	19	4.08
Self-Evaluation	0	0	0	12	24	26	4.23

Totals for Competency B3

Score	f University Observer	Self
7-8	1	0
9-10	0	0
11-12	3	3
13-14	7	5
15-16	18	14
17-18	12	15
19-20	21	25
	62	62
$\bar{X}$	16.84	17.28
S.D.	2.69	2.31

Grand Totals for Section B

Score	f University Observer	Self
21-25	1	0
26-30	1	0
31-35	8	1
36-40	9	9
41-45	23	24
46-50	20	28
	62	62
$\bar{X}$	42.62	44.42
S.D.	6.23	3.77

Teacher's Summary Rating for Section B

It is my opinion that my overall proficiency in the area of interpersonal skills is:

1	2	3	4	5
F	D	C	B	A
Little or no proficiency	Limited proficiency	Adequate or average proficiency	Somewhat above average proficiency	Extensive proficiency

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	6	32	22	4.19
Self-Evaluation	0	0	1	5	32	24	4.27

SECTION C. Teaching Plans and Materials

C1. Do you plan instruction to achieve selected objectives?

a. Do you specify or select learner objectives for lessons? (Elaboration: A "5" would indicate that you have specific objectives in mind for the lessons--objectives are appropriate for the topic and the learners--no important objectives are omitted--and objectives should be sequenced.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	7	28	25	4.23
Self-Evaluation	0	0	2	17	31	12	3.86

b. Do you specify or select teaching procedures for lessons? (Elaboration: A "5" would indicate that you plan appropriate teaching procedures related to each objective (discussion, film, overhead, chalkboard, drill, inquiry, small group, individual, large group, role playing, demonstration, explanation, and various other teacher-centered and learner-centered approaches.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	8	26	26	4.23
Self-Evaluation	0	0	1	11	27	23	4.16

c. Do you specify or select content, materials and media for lessons? (Elaboration: A "5" indicates that you use content, materials, or media in addition to the basic text or guide. A definite plus is the use of high quality teacher prepared original materials. Another plus is the imaginative use of materials/resources.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	3	15	21	23	4.03
Self-Evaluation	0	0	1	10	33	18	4.10

d. Do you specify or select materials and procedures for assessing learner progress on the objectives? (Elaboration: A "5" would indicate that you use appropriate multiple assessment procedures or materials to ascertain student progress on objectives (e.g., progress checks, self-tests, skill tests, interviews, student recitation, teacher observation, etc.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	13	28	19	4.03
Self-Evaluation	0	0	0	27	24	11	3.74

e. Do you plan instruction at a variety of levels?
(Elaboration: A "5" would indicate that you make plans within a lesson to accomplish most of the following: For learners to acquire factual information, to apply information, to clarify information, to synthesize information, to judge the value and importance of ideas, etc.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	1	5	21	19	16	3.71
Self-Evaluation	0	0	1	19	31	11	3.84

Totals for Competency C1

	f	
Score	University Observer	Self
10-11	1	0
12-13	2	0
14-15	5	1
16-17	7	16
18-19	9	12
20-21	11	12
22-23	15	18
24-25	12	3
	62	62
$\bar{X}$	20.23	19.70
	3.64	2.65

C2. Do you organize instruction to take into account individual differences among learners?

a. Do you organize instruction to take into account differences among learners in their capabilities?
(Elaboration: A "5" would indicate that instruction is based on diagnostic preassessments (tests or teacher observation) and prescriptively determined assignments and materials for individuals or homogeneous groups. A "4" would be given if good attention is given within a large group to remedial or enrichment materials.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	6	17	25	14	3.76
Self-Evaluation	0	0	0	21	24	17	3.94

b. Do you organize instruction to take into account differences among learners in their learning styles?
(Elaboration: A "5" would indicate that you attempt to provide learners with different resources, different presentations, and learners are given options* in pursuing assignments based upon their learning styles. A learner's most efficient method of learning may be, e.g., aural, visual, psychomotor, abstract, concrete, active, passive, analytic, global, etc. *Examples of a set of options could be: write a story, illustrate a story, tape record a story, dramatize a story, etc.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	1	8	22	22	9	3.48
Self-Evaluation	0	0	7	19	20	16	3.71

c. Do you organize instruction to take into account differences among learners in their rates of learning?
(Elaboration: A "5" indicates that you make special provisions for learners who work slowly and students who finish early are provided with content-related enrichment activities some of the time. Busy work or "more of the same" should not be considered enrichment.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	8	16	22	16	3.74
Self-Evaluation	0	1	2	17	22	20	3.94

Totals for Competency C2

	f	
Score	University Observer	Self
4-5	1	0
6-7	7	1
8-9	10	14
10-11	14	14
12-13	17	17
14-15	13	16
	62	62
$\bar{X}$	10.98	11.61
S.D.	2.66	2.31

C3. Do you obtain and use information about the needs and progress of individual learners?

a. Do you use teacher-made or teacher selected evaluation materials or procedures to obtain information about learner progress? (Elaboration: A "5" would indicate that you use pre-assessments (tests, observations, etc.) to determine students' readiness or knowledge of the prerequisites for a unit or topic. After instruction begins, progress checks are accomplished. End-of-unit or some type of summative evaluations are also used. A definite plus is when you keep a record of individual learner progress on specific objectives.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	1	19	24	18	3.95
Self-Evaluation	0	0	3	15	29	15	3.90

b. Do you communicate with individual learners about their needs and progress?
(Elaboration: A "5" indicates that you via observation, classroom questioning, etc. help learners identify learning problems. Progress check results are shared with students--as well as students' results on the final or summative tests. A definite plus is when you, in addition to above, hold individual conferences with students to discuss learning or motivational problems.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	1	14	32	15	4.04
Self-Evaluation	0	0	4	9	29	20	4.08

Totals for Competency C3

	f	
Score	University Observer	Self
3-4	1	2
5-6	11	7
7-8	28	32
9-10	22	21
	62	62
$\bar{X}$	7.99	7.98
S.D.	1.42	1.45

C4. Do you obtain and use information about the effectiveness of instruction to revise it when necessary?

a. Do you obtain information on the effectiveness of instruction? (Elaboration: A "5" indicates that you have analyzed pupils' successes/failures for various units/topics. Definite pluses for this indicator would be: data (questionnaire) from students on effectiveness of instruction, feedback from peers, feedback from administrators, and your use of audio recorders or videotapes to obtain information on effectiveness of your instruction.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	21	25	14	3.82
Self-Evaluation	0	0	6	14	30	12	3.77

b. Do you revise instruction as needed using evaluation results and observation data?
(Elaboration: A "5" would indicate that you, based upon a study of the effectiveness of your instruction, make instructional changes during the course of a lesson, changes from day-to-day, and unit-to-unit. A definite plus is when you make plans to teach the same unit differently next year based upon an analysis of this year's evaluation results.)

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	3	18	27	14	3.84
Self-Evaluation	0	0	1	2	31	28	4.39

Totals for Competency C4

	f	
Score	University Observer	Self
3-4	2	1
5-6	16	5
7-8	27	30
9-10	17	26
	62	62
$\bar{X}$	7.66	8.16
S.D.	1.54	1.27

Grand Totals for SECTION C.

	F	
Score	University Observer	Self
21-25	1	1
26-30	1	0
31-35	3	0
36-40	7	12
41-45	11	9
46-50	19	18
51-55	13	17
56-60	7	5
	62	62
$\bar{X}$	46.86	47.45
S.D.	7.69	6.72

Teacher's Summary Rating for Section C

It is my opinion that my overall proficiency in the area of planning, organizing, and evaluation is:

1	2	3	4	5
F	D	C	B	A
Little or no proficiency	Limited proficiency	Adequate or average proficiency	Somewhat above average proficiency	Extensive proficiency

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	1	18	34	9	3.82
Self-Evaluation	0	0	0	24	33	5	3.69

SECTION D. Summary Rating and Comments

1. Considering all data and my perception my total effectiveness in guiding pupil growth, I believe when compared to other teachers with similar experience, I am:

_____ 5. Excellent, very adequate, way above average, etc.

_____ 4. Above average, good, etc.

_____ 3. Average, adequate, etc.

_____ 2. Somewhat below average, etc.

_____ 1. Poor, inadequate, way below average, etc.

	Responses						
	Omit	1	2	3	4	5	Mean
University Observer	0	0	2	7	32	21	4.16
Self-Evaluation	0	0	0	8	49	5	3.95

Section 4

Summary of the Narrative Comments
Recorded on the "On-Site Observation/Interview Form"

Section 4

Summary of the Narrative Comments
Recorded on the "On-Site Observation/Interview Form"

There were four questions asked at the end of the form. The purpose of this section is to provide a summary of the responses given to each question. The first two questions were directed at the university observer -- the last two were directed at the first-year teacher.

Question 1. What were some of the teacher's strong or positive points -- aspects which made you proud that he/she was a BGSU graduate?

The following provides a summary of the observers' comments. A notation such as "6R" indicates that, overall, there were 6 statements made which were very similar to the one listed.

1. Gave individual attention, showed interest/concern in /for each child (23R)
2. Use of praise and other positive reinforcement (16R)
3. Excellent interactions with students (21R)
4. Patient (5R)
5. Overlooked minor transgressions (3R)
6. Attractive warm friendly room (8R)
7. Ability to teach (8R)
8. Good use of questioning skills (2R)
9. Good use of media (6R)
10. Good discipline, classroom control, classroom management (8R)
11. Enthusiasm, energy, stage appearance, confidence (27R)
12. Use of humor (4R)
13. Good rapport with other teachers/administrators (11R)
14. Well organized - good planning (18R)

15. Able to get students involved (6R)

16. Varied pace/style (5R)

17. Well groomed, warm, friendly, polite (7R)

18. Good command of content (11R)

19. Use of self-evaluation (5R)

20. Wants to be an excellent teacher - to continue education (8R)

21. Used community resources (2R)

22. Flexible yet firm (6R)

23. Attention to gifted students (2R)

24. Told the "why"

25. Adjustable/adaptive

26. Good common sense

27. Professional attitude (3R)

28. Strong humanistic philosophy (2R)

29. Cared about non-learners (2R)

30. Interesting teacher

31. Involved in the Community (2R)

32. Felt she/he had learned much

33. Ability to work with many students and levels (2R)

34. Good rapport with parents (2R)

35. Knowledge of each child's strengths/weaknesses (4R)

36. Articulate, thoughtful (2R)

37. Admitted mistakes (2R)

38. Use of learning centers (2R)

Question 2. Likewise, what weaknesses did you observe?

1. Too much emphasis on dittoes, workbooks (3R)

2. Directions not clear (4R)

3. Used slang, chewed gum (3R)
4. Students at times off task (3R)
5. Could have shown more enthusiasm (3R)
6. How to deal with adolescent (3R)
7. Discipline, classroom management (8R)
8. Use of humor not natural (2R)
9. Evaluation techniques (3R)
10. Poor pacing/planning, strategies (lack of) (12R)
11. Too dependent on textbook (4R)
12. Lack of bulletin boards (3R)
13. Emphasis upon low levels of thinking (2R)
14. Non-effective aids or use thereof (3R)
15. Too dependent on authority for control (2R)
16. Differential treatment of students (2R)
17. Lack of sense on what to emphasize (2R)
18. Lack of variety in modes of instruction(4R)
19. Poor articulation - voice tones (3R)
20. Antagonistic/sarcastic
21. No evidence of use of IEP's (2R)
22. Low motivation (3R)
23. Cluttered room
24. Content 1st, students 2nd
25. Weak in content
26. Lack of reinforcement
27. Lack of individual attention
28. Lack of long-range plans
29. Not confidential of students' problems

The data for the last two questions were collected via interviews with the first-year teachers. Response summaries will be presented by area of specialization.

Question 3. "Comparing the competencies developed from your college program to the skills/knowledge/attitudes you needed for your first year of teaching, in what areas were you especially well prepared?"

A. Elementary Majors

1. Writing/planning lessons/units (4R)
2. Methods of teaching (4R)
3. Language Arts (4R)
4. Tests and evaluation (2R)
5. Interpersonal skills
6. Science
7. Use of positive reinforcement
8. Field Experiences helped/knew what to expect

B. Secondary Majors

1. Content (7R)
2. Methods (2R)
3. Tests and measurements (3R)
4. How to interact with students (4R)
5. How to handle students (2R)
6. How to prepare lessons
7. How to organize
8. How to present lessons

C. Special Education Majors

1. How to write (and implement)IEP's (7R)

2. Skills/exposure/confidence received from field experiences (10R)
3. Diagnosing learning - use of standardized tests (from Special Education, not EDFI 402) (4R)
4. Identification and characteristics of LD pupils (2R)
5. Exposure to both high school and elementary
6. Good background in language arts/reading (2R)
7. A.V. usage
8. Knowledge of law (2R)
9. Methods of teaching, individualization (2R)
10. How to work with parents/parent counseling skills (2R)
11. How to give positive reinforcement (2R)
12. How to plan lessons/organize (4R)

D. Specialized Majors

1. Methods courses (9R)
2. How to prepare lessons/organize (5R)
3. Various strategies of teaching (4R)
4. Good content coverage (9R)
5. Field Experiences (2R)
6. Working with handicapped (2R)
7. A.V. aids (2R)
8. Interviewing
9. Self-evaluation
10. Evaluation techniques
11. Dealing with non-motivated students
12. A "feel for teaching"

Question 4. "Comparing the competencies developed from your college program to the skills/knowledge/attitudes you needed for your first year of teaching, in what areas did you wish you had greater proficiency?"

A. Elementary Majors (N=10)

1. Discipline and classroom management skills (6R)
   (60% of the students!)
2. EDFI 408 worthless (2R)
3. How to communicate with parents (2R)
4. How to handle mainstreamed pupils (2R)
5. How to keep up with paper work-record keeping (3R)
6. How to counsel pupils (2R)
7. Deficient in science/math (2R)
8. Needed a better reading background (2R)
9. How to individualize
10. Use of A.V. equipment
11. Not prepared to work with so many levels of students
12. How to pace instruction
13. How to locate good resource ideas
14. What to do/expect first day - first week
15. Too much emphasis at BGSU on Music

B. Secondary Majors (N=12)

1. Discipline/classroom management (5R)
2. How to deal with atypical student (2R)
3. Weak in content area
4. Did not have variety of instructional methodologies
5. Needed more grammar in English/Spanish - not emphasis on creative writing

6. Needed exposure to record keeping - grade books
7. Needed more focus from BGSU math department on high school math
8. Should have required student teaching in minor area
9. Needed courses/exposure to adolescent child (2R)
10. Needed more contact with pupils prior to student teaching
11. Student teaching seminars were a waste of time
12. Needed better communication skills
13. Needed help in human relations
14. Some College courses not practical (2R)
15. How to deal with lack of professionalism among experienced peer teachers
16. Help in what to do in case of a strike
17. Should have developed better resources

C. Special Education Majors (N=20)

1. Discipline/classroom management/behavior modification (6R)
2. How to fully develop/implement IEP's (3R)
3. The adolescent and how to reach him/her (3R)
4. Needed more help in teaching reading (6R)
5. Needed more exposure to specific methods for specific disabilities (5R)
6. How to get help in the community (2R)
7. Should we join unions?? (2R)
8. EDAS 409 and EDFI 408 were worthless courses (2R)
9. Needed exposure to high school content
10. Needed more preparation in working with parents, principals, other teachers (2R)

11. How to work with psychologist and what to expect (2R)
12. Needed knowledge of medication effects
13. How to diagnose and make decisions
14. Lacked ability to self-evaluate
15. How to design instruction with limited resources/materials
16. How to reach all learners -- keep them on task etc. (2R)
17. How to evaluate teaching materials
18. Needed experience in working with and supervising aides
19. Too much music was required
20. How to teach fine and gross motor skills
21. Needed more college experiences where college student is in total control of class
22. Should have forced variety in field experiences

D. Specialized Majors (N=20)

1. Discipline/classroom management (9R)
2. Ordering equipment/supplies (4R)
3. How to deal with adolescent! (2R)
4. How to work with mainstreamed pupils (5R)
5. Interaction with other teachers (3R)
6. What to teach when - pacing (4R)
7. Counseling skills (2R)
8. Grading (evaluation) techniques (2R)
9. EDFI 402 worthless (2R); 408 worthless (2R); 409 worthless
10. How to construct/teach units
11. Parent communication (2R)
12. How to relate to various age levels (3R)

13. Should I join a union?

14. Differentiating between needs and abilities of students (2R)

15. Needed help with 1st week of school

16. Not enough chance to take courses outside area -- needed more courses, such as history, etc. (2R)

17. Needed to know how to apply for title money, inventory supplies/equipment, maintain equipment

Section 5

Principal, Peer Teacher, and Self Evaluative Ratings of the Performances of the First-Year Teachers

Section 5

Principal, Peer Teacher, and Self Evaluative Ratings of the Performances of the First-Year Teachers

The primary purpose of this section is to present a summary of the evaluative responses given by the principals, peer teachers, and the first-year teachers themselves to a set of 43 statements. These statements or items generally indicate teaching performances which are considered to be related to successful teachers.*

In essence, the three group of respondents completed the same instrument. The BGSU faculty member who was assigned to observe/interview a first-year teacher asked that teacher to complete his/her self-evaluation via the 43 items and return the completed form to BGSU. The faculty member also gave a copy of the instrument to a peer teacher who was chosen by the first-year teacher, and another copy to the building principal. These latter two persons sent their completed forms to BGSU.

The first part of this report presents a narrative summary of the findings. The latter part presents, in table form, specific response summaries to each item.

General Findings

The principals, peer teachers, and the teachers themselves, individually and collectively, recorded rather high average ratings for each of the items. As data in Figure 3 indicate, the lowest mean was associated with the

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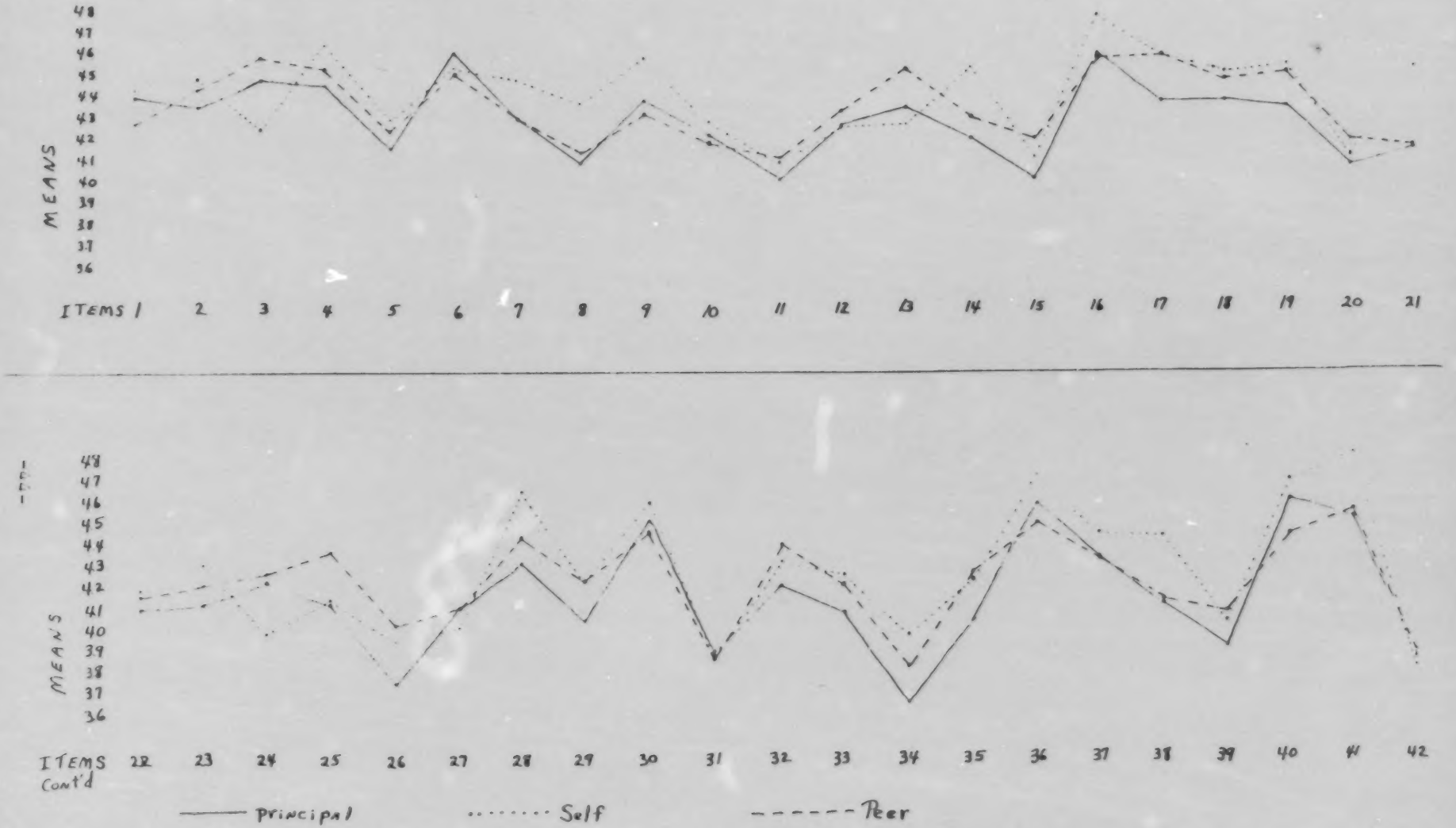
*Statewide-study of Needed Teaching Competencies, conducted by Ohio Study Council for Research and Evaluation in Teacher Education, 1979-80.



EVALUATIVE RATINGS OF 62 FIRST-YEAR TEACHERS

FIGURE 3

(Means based on a 1-5 scale. Omits were counted as zero's in the computation of the means. Lowest possible mean = 1.00. Highest possible mean is 5.00. Average performance reflected by mean of 3.0.)

principals' ratings on item 34 ($\bar{X} = 3.70$). The highest rating occurred with self-ratings on item 41 ($\bar{X} = 4.80$). Thus, all average ratings were between these two figures, 3.70 and 4.80. Assuming that a mean of 3.00 indicated average performance, then it may be concluded that the principals, peer teachers, and the first-year teachers themselves considered the concerned performances to be above average.

Figure 3 data also indicate that the responses from the three groups of raters were, for most items, very similar, that is, a specific group mean not varying more than say .2 from each of the others.

There seems to be a slight tendency for the principals' and peer teachers' ratings to be somewhat lower than the ratings the teachers gave themselves. The primary cause of this tendency was probably the investigator's decision to count "omits" as zeros in the computation of means. "Omits" could have been disregarded and the principals and peer teachers' means would thus have been higher.

There were probably some items where the peer teachers (and principals) had good rationale for not rating the teacher--because of lack of information. For example, one principal and 5 peer teachers did not rate their first-year teachers on item 1: "The teacher gives clear directions and explanations." It would seem that the principal should have been in the position to give a rating--the teacher had been in his/her building for at least 7 months--the principal is the primary determiner as to whether the concerned teacher would be rehired--etc. Perhaps, however, the five peer teachers truly lacked adequate information. Thus, this is one item where peer "omits" might have been appropriate.

There are several other items however, where, if our first-year teachers were truly displaying the indicated qualities, the use of "omits" from both the principals and peer teachers was questionable. Examples of these items are 28) Expresses humor when appropriate, 30) Expresses a positive personal attitude toward the teaching profession, 36) Follows the policies and procedures of the school district, and 37) Conveys the impression of knowing what to do and how to do it. If our teachers had truly displayed these attributes, then it would seem that the principals and peer teachers would not have omitted their ratings.

This thinking led the investigator to calculate the means in the more conservative approach--that is, by assigning a "score" of zero to all omits.

The summary of the responses to the last item on the form deserves reproduction here:

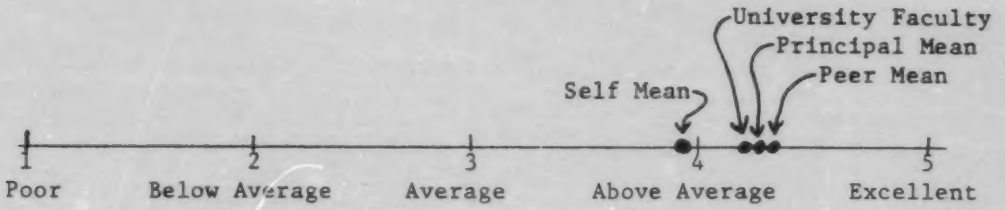
1. Considenng total effectiveness in guiding pupil growth. I believe this teacher. when compared to other teachers with similar experience. is:

_____5. Excellent. very adequate. way above average. etc.
_____4. Above average. good. etc.
_____3. Average. adequate. etc.
_____2. Somewhat below average. etc.
_____1. Poor. inadequate. way below average. etc.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	2	10	20	29	3.30	3.58	4.35	4.30	4.18
Self	1	0	0	9	44	8	3.70	3.92	4.30	3.65	3.92
Peer	3	0	1	3	22	33	4.60	4.25	4.30	4.05	4.26
(Univ Faculty	0	0	2	7	32	21	-	-	-	-	4.16)*

*University Faculty data collected via another form--however, the item question was the same.

A line graph of the total means is presented below:



It may be concluded that, overall, our first-year teachers are performing at an above average level.

The frequency data would seem to indicate that approximately 3 of the 62 (5%) were seen to be performing at below-average level, probably 9 to 10 (15%) at an average level, and the rest (80%) at an above average level.

(Correlations between and among the three sets of ratings will be presented as an addendum to this report sometime during the 1981-82 academic year.)

Specific Findings

In a relative sense, it is possible to note where the principals and peer teachers gave our first-year teachers their lowest ratings. These ratings, while high and very acceptable in an absolute sense, were generally the lowest comparative ratings given by the principals and peer teachers. Perhaps the College should give special attention to these areas in the preparation of future teachers:

For future teachers to

1. Provide opportunities for all ability levels of pupils to respond and participate.
2. Control disruptive or deviant pupil behavior.
3. Modify their instruction appropriate to identified learner needs.

4. Identify and evaluate learning problems.

5. Be able to use skillful questions that lead pupils to analyze, synthesize, and think critically.

6. Teach reading.

7. Determine student readiness for learning.

8. Diagnose student progress or difficulties and prescribe appropriate instruction and materials.

Summaries of the responses to each item are now presented:

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

The Teacher:

1 Gives clear directions and explanations.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	1	4	22	34	4.30	4.08	4.55	4.45	4.39
Self	0	0	0	0	36	26	4.40	4.17	4.60	4.40	4.42
Peer	5	0	0	3	14	40	4.80	4.08	4.20	4.20	4.27

2. Evidences fairness, tact, compassion and good judgment in dealing with pupils.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	1	3	2	18	37	4.80	3.75	4.50	4.35	4.36
Self	0	0	1	1	27	33	4.30	4.42	4.60	4.50	4.48
Peer	3	0	1	3	12	43	5.00	4.08	4.55	4.20	4.42

3. Demonstrates knowledge in the subject areas.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	0	3	22	36	4.40	4.17	4.70	4.45	4.47
Self	1	0	1	3	33	24	4.00	4.17	4.70	3.95	4.24
Peer	3	0	0	0	11	48	4.90	4.42	4.85	4.25	4.58

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

4. Gives students individual help or attention.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	0	6	17	38	4.70	4.00	4.50	4.55	4.45
Self	0	0	0	2	19	41	4.30	4.33	4.85	4.75	4.63
Peer	3	0	0	2	11	46	4.80	4.25	4.60	4.45	4.52

5. Provides opportunities for all ability levels of pupils to respond and participate.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	4	4	27	26	4.20	3.75	4.05	4.50	4.16
Self	0	0	1	8	25	28	4.10	3.67	4.45	4.60	4.29
Peer	5	0	1	2	15	39	4.40	3.75	4.30	4.40	4.24

6. Demonstrates enthusiasm for teaching and learning and for the subject being taught at the time.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	1	1	15	44	4.80	4.33	4.75	4.50	4.60
Self	0	0	0	3	23	36	4.30	4.33	4.70	4.60	4.53
Peer	3	0	0	0	16	43	4.90	4.42	4.55	4.30	4.50

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

7. Maintains an educational environment conducive to developing positive attitudes toward learning.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	1	0	7	21	32	4.40	3.75	4.40	4.45	4.29
Self	0	0	1	3	24	34	4.50	4.00	4.55	4.65	4.47
Peer	3	0	2	1	21	35	4.60	4.17	4.40	4.10	4.29

8. Uses effectively a variety of verbal and non-verbal classroom communication techniques.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	0	3	4	30	23	3.90	3.50	4.25	4.35	4.08
Self	0	0	1	5	27	29	4.30	3.83	4.65	4.40	4.36
Peer	4	0	0	6	22	30	4.30	4.00	4.25	4.00	4.13

9. Maintains a social classroom atmosphere which reflects enthusiasm, warmth, support, and respect.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	2	6	16	37	4.60	3.75	4.45	4.55	4.37
Self	0	0	0	1	25	36	4.50	4.42	4.75	4.50	4.57
Peer	4	0	0	0	23	35	4.70	4.17	4.25	4.25	4.31

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inaccurate
4 Somewhat Accurate
5 Very Accurate

10 Maintains self-control in classroom situations with pupils.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	5	2	25	29	4.30	3.75	4.50	4.15	4.21
Self	0	0	0	5	29	28	4.00	4.17	4.70	4.35	4.37
Peer	4	0	3	1	20	34	4.40	4.08	4.35	3.95	4.18

11. Controls disruptive or deviant pupil behavior objectively.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	1	4	6	29	21	4.30	3.50	4.25	3.90	4.00
Self	0	0	2	6	33	21	3.90	4.17	4.30	4.20	4.18
Peer	4	0	3	3	21	31	4.50	3.92	4.10	4.00	4.10

12. Selects goals and objectives appropriate to pupil needs.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	2	4	27	28	4.30	3.92	4.25	4.45	4.26
Self	0	0	0	7	33	22	3.90	3.75	4.35	4.60	4.24
Peer	4	0	0	2	18	38	4.70	4.08	4.30	4.30	4.32

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inaccurate
4 Somewhat Accurate
5 Very Accurate

13. Prepares lessons that are well organized and cohesive.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	0	7	22	32	4.20	4.00	4.50	4.45	4.34
Self	0	0	2	6	29	25	4.00	4.00	4.35	4.40	4.24
Peer	3	0	0	2	11	46	5.00	4.25	4.55	4.40	4.52

14. Promotes self-awareness and positive self-image in pupils.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	1	2	5	25	28	4.50	3.75	4.20	4.30	4.19
Self	0	0	0	4	22	36	4.50	4.17	4.65	4.60	4.52
Peer	4	0	0	2	20	36	4.60	4.25	4.30	4.15	4.29

15. Modifies instruction appropriate to identified learner needs.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	1	2	10	27	21	3.90	3.25	4.05	4.45	4.00
Self	1	0	0	12	27	22	3.70	3.67	4.25	4.40	4.10
Peer	4	0	0	3	24	31	4.30	3.83	4.20	4.35	4.19

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

16. Accepts responsibility.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	1	3	13	44	4.80	4.08	4.75	4.55	4.57
Self	0	0	1	0	12	49	4.70	4.58	4.90	4.75	4.76
Peer	3	0	1	1	7	50	4.90	4.33	4.70	4.40	4.57

17. Encourages students to take responsibility for their own work.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	2	5	21	34	4.50	3.92	4.45	4.50	4.37
Self	0	0	0	3	20	39	4.40	4.42	4.70	4.65	4.58
Peer	3	0	0	1	9	49	5.00	4.25	4.80	4.35	4.58

18. Uses acceptable written and oral expression with learners.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	0	7	20	34	4.50	4.00	4.45	4.45	4.37
Self	0	0	0	3	25	34	4.40	4.42	4.55	4.55	4.50
Peer	4	0	0	3	7	48	4.90	4.50	4.40	4.30	4.47

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

19. Demonstrates ability to work with individuals, small groups, and large groups.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	1	1	5	19	35	4.60	3.75	4.50	4.40	4.34
Self	0	0	0	3	23	36	4.40	4.17	4.75	4.60	4.53
Peer	3	0	0	3	10	46	4.90	4.25	4.75	4.20	4.50

20. Identifies and evaluates learning problems of students in content area being taught.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	2	12	23	24	4.10	3.33	4.10	4.45	4.07
Self	0	0	1	13	26	22	3.60	3.50	4.40	4.45	4.11
Peer	3	0	0	5	26	28	4.40	3.83	4.25	4.20	4.18

21. Uses positive reinforcement patterns with students.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	0	2	7	24	27	4.20	3.42	4.30	4.35	4.13
Self	0	0	0	0	30	32	4.40	4.25	4.65	4.60	4.52
Peer	4	0	0	2	29	27	4.50	3.58	4.45	4.00	4.15

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

22 Employs a variety of appropriate instructional strategies and techniques to achieve objectives.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	1	1	6	27	25	3.80	3.50	4.25	4.45	4.10
Self	0	0	1	6	35	20	3.90	3.75	4.40	4.40	4.19
Peer	4	0	0	5	22	31	4.50	3.92	4.20	4.10	4.16

23 Has realistic expectations for student learning.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	1	1	7	28	24	4.30	3.58	4.20	4.30	4.13
Self	0	0	2	4	29	27	4.00	4.17	4.40	4.45	4.31
Peer	3	0	1	2	27	29	4.60	4.00	4.25	4.10	4.21

24 Selects, prepares, and effectively utilizes educational media.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	1	1	3	30	26	4.30	3.75	4.45	4.25	4.23
Self	0	0	2	10	37	13	3.80	3.50	4.15	4.20	3.98
Peer	3	0	1	4	19	35	4.90	4.08	4.35	4.00	4.27

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

25 Maintains a challenging level of instruction.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	1	0	5	30	24	3.90	3.75	4.30	4.30	4.13
Self	0	0	1	5	39	17	3.70	4.17	4.45	4.10	4.16
Peer	3	0	0	1	22	36	4.70	4.17	4.50	4.20	4.37

26. Uses skillful questions that lead pupils to analyze, synthesize and think critically.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	0	4	10	35	11	3.60	3.42	4.00	3.80	3.76
Self	0	0	0	12	41	9	3.80	3.75	4.10	4.00	3.95
Peer	4	0	1	8	21	28	4.60	3.92	3.85	4.00	4.03

27. Uses valid criteria and procedures for determining pupil achievement of learning objectives.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	0	2	5	29	24	3.70	4.00	4.15	4.35	4.11
Self	0	0	1	12	33	16	3.70	4.17	4.05	4.10	4.03
Peer	4	0	1	3	26	28	4.60	4.00	4.05	4.00	4.11

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

28. Expresses humor when appropriate.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	2	5	21	33	4.40	3.75	4.40	4.55	4.32
Self	0	0	0	4	14	44	4.60	4.42	4.70	4.75	4.65
Peer	3	0	0	2	16	41	4.80	4.50	4.50	4.15	4.44

29. Motivates students to ask questions.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	3	8	29	21	4.10	3.58	4.15	4.20	4.05
Self	0	0	1	8	29	24	4.30	3.75	4.35	4.35	4.23
Peer	3	0	1	4	21	33	4.70	4.17	4.20	4.10	4.24

30. Expresses a positive personal attitude toward the teaching profession.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	0	0	4	12	44	4.50	4.25	4.60	4.60	4.52
Self	0	0	1	3	16	42	4.60	4.25	4.60	4.80	4.60
Peer	3	0	1	2	11	45	4.90	4.50	4.50	4.20	4.47

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

31. Teaches reading in his/her grade or subject area

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	3	3	0	15	11	30	4.60	3.50	3.05	4.65	3.90
Self	1	4	1	16	13	27	4.30	3.67	3.20	4.50	3.89
Peer	7	1	0	10	11	33	4.80	3.50	3.10	4.40	3.87

32. Requests appropriate professional assistance when needed.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	0	2	6	21	31	4.70	3.33	4.25	4.45	4.21
Self	2	0	0	4	24	32	3.90	4.33	4.30	4.55	4.32
Peer	4	0	0	3	11	44	4.90	4.50	4.25	4.25	4.40

33. Uses more than one method in a single presentation to achieve instructional objectives.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	1	1	8	24	26	3.90	3.50	4.25	4.35	4.08
Self	0	0	2	6	27	27	3.90	3.92	4.50	4.45	4.27
Peer	4	0	1	3	20	34	4.80	4.17	4.05	4.10	4.21

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

34. Determines student readiness for learning

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	4	1	3	11	28	15	3.20	3.17	3.80	4.05	3.66
Self	0	0	1	14	33	14	3.80	3.75	3.90	4.25	3.97
Peer	6	0	0	10	23	23	4.40	2.92	3.70	4.20	3.82

35. Uses information about the effectiveness of his/her instructional program to revise it.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	1	0	7	36	17	4.40	3.58	4.00	4.20	4.05
Self	0	0	0	13	22	27	4.10	4.08	4.55	4.05	4.23
Peer	4	0	1	4	14	39	4.70	3.75	4.40	4.25	4.27

36. Follows the policies and procedures of the school district.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	2	2	11	46	4.80	4.08	4.60	4.75	4.58
Self	0	0	0	2	14	46	4.70	4.58	4.80	4.70	4.71
Peer	3	0	2	1	8	48	4.80	4.58	4.55	4.25	4.50

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

37. Conveys the impression of knowing what to do and how to do it.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	1	1	2	20	36	4.70	3.92	4.55	4.65	4.34
Self	0	0	0	3	28	31	4.30	4.42	4.60	4.40	4.45
Peer	4	0	2	0	16	40	5.00	3.75	4.60	4.05	4.32

38. Provides accurate and prompt feedback to learners about their performance.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	0	0	5	35	20	3.90	3.83	4.30	4.20	4.11
Self	0	0	1	1	30	30	4.30	4.25	4.60	4.45	4.44
Peer	5	0	1	1	24	31	4.70	3.67	4.20	4.05	4.13

39. Diagnoses student progress or difficulties and prescribes appropriate instruction and materials.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	3	0	4	5	30	20	4.00	3.50	3.85	4.20	3.92
Self	0	0	1	10	37	14	3.70	3.75	4.00	4.40	4.03
Peer	5	0	0	3	26	28	4.60	3.50	4.05	4.20	4.08

1 Very Inaccurate
2 Somewhat Inaccurate
3 Neither Accurate Nor Inacccurate
4 Somewhat Accurate
5 Very Accurate

40. Has good working relationship with and is respected by his/her teaching colleagues

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	0	0	2	11	47	4.40	4.25	4.70	4.80	4.60
Self	0	0	0	1	17	44	4.70	4.75	4.60	4.75	4.69
Peer	3	1	1	1	11	45	4.80	4.42	4.40	4.30	4.44

41. Works cooperatively and effectively with other teachers, specialists, administrators, students, and parents, regardless of their value system, race, religion, age, sex, socioeconomic status, etc.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	2	0	1	3	11	45	4.40	4.25	4.60	4.65	4.52
Self	0	0	0	0	12	50	4.70	4.83	4.85	4.80	4.81
Peer	3	0	1	3	4	51	4.90	4.33	4.60	4.45	4.55

42. Adequately guides the handicap pupils who have been (or may be) "mainstreamed" into her/his classroom

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	6	0	0	13	15	28	3.80	2.92	4.40	3.90	3.86
Self	4	0	3	13	19	23	3.60	3.75	3.90	3.85	3.81
Peer	6	0	2	11	11	32	3.80	2.92	4.15	4.25	3.89

1. Considering total effectiveness in guiding pupil growth, I believe this teacher, when compared to other teachers with similar experience, is:

_____5. Excellent, very adequate, way above average, etc.
_____4. Above average, good, etc.
_____3. Average, adequate, etc.
_____2. Somewhat below average, etc.
_____1. Poor, inadequate, way below average, etc.

	Total Responses (N=62)						Means				
Raters	Omit	1	2	3	4	5	El Ed	Sec Ed	Spec	Spec Ed	Total
Principal	1	0	2	10	20	29	3.30	3.58	4.35	4.30	4.18
Self	1	0	0	9	44	8	3.70	3.92	4.30	3.65	3.92
Peer	3	0	1	3	22	33	4.60	4.25	4.30	4.05	4.26

Section 6

Analyses of Pupil Responses

Section 6

Analyses of Pupil Responses

We asked each non-special education teacher who had a class of pupils at or above grade level 4 to have a group of her/his pupils complete the instrument presented on the next 3 pages entitled "My Teacher ..."

The purpose of this section is to present a summary of the pupil responses to this instrument.

The instrument was composed of items classified into four components:

1. Items Related to Teachers' Interpersonal Skills (1, 4, 5, 6, and 8)
2. Items Related to Classroom Procedures (2,7,9,10,11,14,15,16,17,18 19,22,23,24,25,26,27,28,29, and 30)
3. Items Related to Teacher's Teaching Plans and Materials (3,12,13, 20, and 21)
4. Items Related to General Evaluation (31,32,33, and 34)

A summary of the number of classes and pupils who responded to the "My Teacher ..." instrument is presented below:

Area	# of Classes	# of Pupils
Specialized	18	444
Secondary	12	276
Elementary	6	136
Total	36	856

The student responses, per item within each instrument component broken down by area (specialized, secondary, elementary), are presented henceforth.

A sampling of the findings presented in the tables are presented at the conclusion of Section 6.

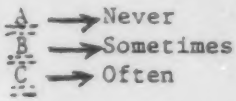
My Teacher . . .

Students: This is an opportunity for you to indicate how you feel about some of the things your teacher may or may not do while teaching. You are to tell how you feel, not how you think your teacher or your friends would like for you to feel. Since you will not put your name on the answer sheet, neither your teacher nor your friends will ever know how you responded. Your teacher has been requested to remain at the front of the room. Therefore, the teacher will not see your answers.

Do not write your name or anything else at the top of the answer sheet.

Directions:

Blacken the space that best describes your teacher. Remember the following code!



(I think)	Never	Sometimes	Often
1. My teacher enjoys teaching.	A	B	C
2. My teacher keeps me interested in my school work.	A	B	C
3. My teacher knows what to do and how we are going to do it.	A	B	C
4. My teacher is friendly.	A	B	C
5. My teacher cares about my feelings.	A	B	C
6. My teacher is patient and understands me.	A	B	C
7. My teacher lets me know if I am behaving right or wrong.	A	B	C
8. My teacher is polite and courteous.	A	B	C
9. My teacher does things to keep students well-behaved.	A	B	C
10. My teacher is fair when students misbehave.	A	B	C
11. My teacher teaches in ways that help me learn.	A	B	C

	Never	Sometimes	Often
12. My teacher uses things like charts, movies, filmstrips, records, and overhead transparencies.	A	B	C
13. My teacher chooses things such as text, equipment, supplies, and worksheets that help me learn.	A	B	C
14. My teacher gives clear directions and explanations about my class work.	A	B	C
15. My teacher explains things again if I don't understand.	A	B	C
16. My teacher listens to me and uses my ideas.	A	B	C
17. My teacher tells me when my answers are wrong.	A	B	C
18. My teacher talks and writes so that I can understand.	A	B	C
19. My teacher teaches things in an order that makes sense.	A	B	C
20. My teacher uses more than one way to teach.	A	B	C
21. My teacher works with large groups, small groups, and individual students.	A	B	C
22. My teacher gets me interested in new lessons.	A	B	C
23. My teacher gives me a chance to do things in this class.	A	B	C
24. I work or pay attention during a whole lesson.	A	B	C
25. My teacher does things to keep me working or paying attention during a lesson.	A	B	C
26. My teacher tells me why the things we learn in school are important.	A	B	C

	Never	Sometimes	Often
27. My teacher knows a lot about what is taught in school.	A	B	C
28. My teacher does things like taking up lunch money and handing out papers quickly.	A	B	C
29. My teacher uses the whole class period for teaching and learning activities.	A	B	C
30. My teacher makes my classroom look like a nice place to be.	A	B	C

For items 31 to 33, use the following code:

A → Yes

B → No

	Yes	No
31. Do you enjoy having this teacher?	A	B
32. If possible, would you choose this teacher for another grade level or another course?	A	B
33. Would you recommend this teacher for your best friend?	A	B

34. The one rating that best describes this teacher is:

A	B	C	D	E
Superior Teacher	Good Teacher	Average Teacher	Below Average Teacher	Poor Teacher

A. Student Ratings of Teachers' Interpersonal Skills

(Percents may not add to 100 because total N's were used as bases; some pupils omitted some items.)

Item 1. My teacher enjoys teaching.

Students	Student Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary (12 teachers, N = 276)	9	3%	100	36%	166	60%
Specialized (18 teachers, N = 444	10	2%	100	23%	329	74%
Elementary (6 teachers, N = 136)	2	1%	63	46%	70	51%
Total (36 teachers, N = 856)	21	2%	263	31%	565	66%

Item 4. My teacher is friendly.

Students	Student Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	14	5%	83	30%	178	64%
Specialized	14	3%	125	28%	300	68%
Elementary	9	7%	47	35%	79	58%
Total	37	4%	255	30%	557	65%

Item 5. My teacher cares about my feelings.

Students	Student Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	39	14%	131	47%	104	38%
Specialized	55	12%	206	46%	177	40%
Elementary	19	14%	47	35%	69	51%
Total	113	13%	384	45%	350	41%

Item 6. My teacher is patient and understands me.

Students	Student Responses: never f	never 5	sometimes f	sometimes %	often f	often %
Secondary	35	13%	119	43%	120	43%
Specialized	33	7%	192	43%	214	48%
Elementary	20	15%	56	41%	59	43%
Total	88	10%	367	43%	393	46%

Interpersonal Skills -continued

Item 8. My teacher is polite and courteous.

Students	Student Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	22	8%	102	37%	151	55%
Specialized	17	4%	143	32%	279	63%
Elementary	10	7%	38	28%	86	63%
Total	49	6%	283	33%	516	60%

Summary of Student Responses to All Items
Related to Teachers' Interpersonal Skills

Students	Average Student Responses for the Five Items: never Average %	sometimes Average %	often Average %
Secondary	9%	39%	52%
Specialized	6%	34%	59%
Elementary	9%	36%	53%
Total	7%	36%	56%

B. Student Ratings of Teachers' Classroom Procedures

Item 2. My teacher keeps me interested in my school work.

Students	Responses: never f	never %	soemtimes f	soemtimes %	often f	often %
Secondary	42	15%	172	62%	61	22%
Specialized	38	9%	226	51%	174	39%
Elementary	11	8%	75	55%	50	37%
Total	91	11%	473	55%	285	33%

Item 7. My teacher lets me know if I am behaving right or wrong.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	17	6%	67	24%	192	70%
Specialized	33	7%	93	21%	313	70%
Elementary	9	7%	37	27%	90	66%
Total	59	7%	197	23%	595	70%

Item 9. My teacher does things to keep students well-behaved.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	22	8%	139	50%	114	41%
Specialized	40	9%	159	36%	239	54%
Elementary	7	5%	40	29%	87	64%
Total	69	8%	338	39%	440	51%

Item 10. My teacher is fair when students misbehave.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	31	11%	119	43%	125	45%
Specialized	38	9%	184	41%	217	49%
Elementary	25	18%	39	29%	72	53%
Total	94	11%	342	40%	414	48%

Classroom Procedures - continued

Item 11. My teacher teaches in ways that help me learn.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	26	9%	108	39%	140	51%
Specialized	28	6%	147	33%	264	59%
Elementary	7	5%	38	28%	91	67%
Total	61	7%	293	34%	495	58%

Item 14. My teacher gives clear directions and explanations about my class work.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	21	8%	105	38%	149	54%
Specialized	26	6%	151	34%	261	59%
Elementary	7	5%	60	44%	68	50%
Total	54	6%	316	37%	478	56%

Item 15. My teacher explains things again if I don't understand.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	13	5%	81	29%	181	66%
Specialized	23	5%	110	25%	307	69%
Elementary	7	5%	56	41%	71	52%
Total	43	5%	247	29%	559	65%

Item 16. My teacher listens to me and uses my ideas.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	61	22%	143	52%	69	25%
Specialized	107	24%	238	54%	96	22%
Elementary	31	23%	71	52%	31	23%
Total	199	23%	452	53%	196	23%

Classroom Procedures - continued

Item 17. My teacher tells me when my answers are wrong.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	28	10%	64	23%	182	66%
Specialized	58	13%	114	26%	264	59%
Elementary	17	13%	51	38%	65	48%
Total	103	12%	229	27%	511	60%

Item 18. My teacher talks and writes so that I can understand.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	15	5%	100	36%	158	57%
Specialized	25	6%	148	33%	265	60%
Elementary	5	4%	41	30%	88	65%
Total	45	5%	289	34%	511	60%

Item 19. My teacher teaches things in an order that makes sense.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	26	9%	106	38%	142	51%
Specialized	19	4%	158	36%	263	59%
Elementary	8	6%	47	35%	79	58%
Total	53	6%	311	36%	484	57%

Item 22. My teacher gets me interested in new lessons.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	61	22%	150	54%	63	23%
Specialized	65	15%	207	47%	167	38%
Elementary	16	12%	61	45%	55	40%
Total	152	18%	418	49%	285	33%

Classroom Procedures - continued

Item 23. My teacher gives me a chance to do things in this class.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	31	11%	137	50%	105	38%
Specialized	52	12%	178	40%	208	47%
Elementary	17	13%	59	43%	58	43%
Total	100	12%	374	44%	371	43%

Item 24. I work or pay attention during a whole lesson.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	19	7%	170	62%	83	30%
Specialized	48	11%	221	50%	169	38%
Elementary	5	4%	71	52%	56	41%
Total	72	8%	462	54%	308	36%

Item 25. My teacher does things to keep me working or paying attention during a lesson.

Student	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	25	9%	143	52%	107	39%
Specialized	39	9%	185	42%	214	48%
Elementary	13	10%	55	40%	65	48%
Total	77	9%	383	45%	386	45%

Item 26. My teacher tells me why the things we learn in school are important.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	64	23%	136	49%	75	27%
Specialized	97	22%	195	44%	146	33%
Elementary	19	14%	41	30%	73	54%
Total	180	21%	372	43%	294	34%

Classroom Procedures - continued

Item 27. My teacher knows a lot about what is taught in school.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	18	7%	103	37%	155	56%
Specialized	26	6%	136	31%	275	62%
Elementary	8	6%	34	25%	90	66%
Total	52	6%	273	32%	520	61%

Item 28. My teacher does things like taking up lunch money and handing out papers quickly.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	117	42%	103	37%	52	19%
Specialized	201	45%	112	25%	92	21%
Elementary	18	13%	48	35%	65	48%
Total	336	39%	263	31%	209	24%

Item 29. My teacher uses the whole class period for teaching and learning activities.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	26	9%	126	46%	123	45%
Specialized	68	15%	174	39%	193	43%
Elementary	13	10%	63	46%	56	41%
Total	107	13%	363	42%	372	43%

Item 30. My teacher makes my classroom look like a nice place to be.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	39	14%	87	32%	149	54%
Specialized	64	14%	147	33%	227	51%
Elementary	16	12%	32	24%	83	61%
Total	119	14%	266	31%	459	54%

Summary of Student Responses to all Items
Related to Teachers' Classroom Procedures

Students	Average Student Responses for the 20 Items		
	never	sometimes	often
	Average %	Average %	Average %
Secondary	13%	43%	44%
Specialized	12%	37%	49%
Elementary	10%	37%	51%
Total	12%	39%	48%

C. Student Ratings of Teachers' Teaching Plans and Materials

Item 3. My teacher knows what to do and how we are going to do it.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	18	7%	89	32%	167	61%
Specialized	21	5%	89	20%	329	74%
Elementary	6	4%	45	33%	85	63%
Total	45	5%	223	26%	581	68%

Item 12. My teacher uses things like charts, movies, filmstrips, records, and overhead transparencies.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	78	28%	90	33%	106	38%
Specialized	132	30%	214	48%	93	21%
Elementary	6	4%	79	58%	48	35%
Total	216	25%	383	45%	247	29%

Item 13. My teacher chooses things such as texts, equipment, supplies, and worksheets that help me learn.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	29	11%	111	40%	135	49%
Specialized	70	16%	162	36%	206	46%
Elementary	7	5%	45	33%	84	62%
Total	106	12%	318	37%	425	50%

Teaching Plans and Materials - continued

Item 20. My teacher uses more than one way to teach.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	39	14%	135	49%	99	36%
Specialized	54	12%	195	44%	190	43%
Elementary	15	11%	49	36%	69	51%
Total	108	13%	379	44%	358	42%

Item 21. My teacher works with larger groups, small groups, and individual students.

Students	Responses: never f	never %	sometimes f	sometimes %	often f	often %
Secondary	65	24%	112	41%	97	35%
Specialized	54	12%	143	32%	242	55%
Elementary	25	18%	46	34%	62	46%
Total	144	17%	301	35%	401	47%

Summary of Student Responses to All Items
Related to Teachers' Teaching Plans and Materials

Students	Average Student Responses for the 5 Items: never average %	sometimes average %	often average %
Secondary	17%	39%	44%
Specialized	15%	36%	48%
Elementary	8%	39%	51%
Total	14%	37%	47%

D. Student Ratings of Their Teachers Via General Evaluative Items

Item 31. Do you enjoy having this teacher?

Students	Responses: yes f	yes %	no f	no %
Secondary	225	82%	42	15%
Specialized	384	86%	48	11%
Elementary	108	79%	22	16%
Total	717	84%	112	13%

Item 32. If possible, would you choose this teacher for another grade level or another course?

Students	Responses: yes f	yes %	no f	no %
Secondary	191	69%	74	27%
Specialized	324	73%	107	24%
Elementary	87	64%	40	29%
Total	602	70%	221	26%

Item 33. Would you recommend this teacher for your best friend?

Students	Responses: yes f	yes %	no f	no %
Secondary	182	66%	80	29%
Specialized	320	72%	108	24%
Elementary	80	59%	49	36%
Total	582	68%	237	28%

General Items - continued

Item 34. The one rating that best describes this teacher is:

Students	Responses									
	Superior Teacher		Good Teacher		Average Teacher		Below Average Teacher		Poor Teacher	
	f	%	f	%	f	%	f	%	f	%
Secondary	75	27%	120	43%	50	18%	10	4%	10	4%
Specialized	187	42%	158	36%	59	13%	10	2%	12	3%
Elementary	57	42%	42	31%	14	10%	2	1%	11	8%
Total	319	37%	320	37%	123	14%	22	3%	33	4%

(Percents may not add to 100 because bases were total N's - not just the number of those students who responded to specific items.)

Selected Findings From Section 6

This section attempts to summarize in narrative form some of the most important findings per instrument component.

A. Teacher's Interpersonal Skills

1. Approximately 2/3 of the pupils thought their teachers <u>often</u> enjoyed teaching, were friendly, and were polite and courteous.
2. Forty-five percent of the pupils thought their teachers, at times, cared about the pupils' feelings -- 41% thought their teachers <u>often</u> cared about their pupils' feelings.
3. Forty-six percent of the pupils thought that their teachers <u>often</u> were patient and understood them -- another 43% thought their teachers at times were patient and understanding.

B. Teachers' Classroom Procedures

An average of 86% of the pupils responded that the teachers, at times or often,

1. Kept them interested in school work (88%)
2. Let them know behavior expectations (93%)
3. Did things to keep them well-behaved (90%)
4. Were fair (88%)
5. Taught in ways that helped them to learn (92%)
6. Gave clear directions/explanations (93%)
7. Explained things again, if needed (94%)

8. Listened to pupils' suggestions (76%)

9. Told them when answers were wrong (87%)

10. Talked and wrote in understandable manner (94%)

11. Taught in a meaningful order (93%)

12. Provoked interest in new lessons (82%)

13. Gave students chances to do things in class (87%)

14. Caused students to pay attention during a whole lesson (90%)

15. Told why school subjects were important (77%)

16. Knew much about what was taught in school (93%)

17. Handled routine jobs quickly (55%)

18. Used whole class period for teaching/learning activities (85%)

19. Made classroom look like a nice place to be (85%)

C. Teachers' Teaching Plans and Materials

An average of 85% of the pupils responded that their teachers, at times or often,

1. Knew what to do and how to do it (94%)

2. Used various pieces of media (74%)

3. Chose good learning aids (87%)

4. Used more than one way to teach (86%)

5. Worked with large groups, small groups, and individual students (82%)

D. General Evaluative Items

1. 84% of the pupils enjoyed having their teachers

2. 70% of the pupils would choose the same teacher for another grade level or another course.

3. 68% would recommend their teachers for their best friends

4a. Only 7% of the pupils rated their teachers as being below average

4b. 14% rated their teachers as average

4c. 74% rated their teachers as being good or superior teachers.

An additional summary analysis of the pupil responses is presented in Table 2.

For this analysis, the total possible number of "nevers" was computed for each class and for each component on the "My Teacher..." instrument.

It was assumed that teachers with greater proportions of "nevers" were performing at lower pupil evaluation levels than were teachers with smaller proportion of "nevers".

The data in Table 2 indicate, for example, that teacher 42 had 0.00% of "nevers" for interpersonal skills - thus she earned the highest possible rank (36) on interpersonal skills. Likewise, teacher 33 had the poorest showing for the interpersonal skills area -- out of 100% of possible "nevers" the students gave her 38.95%. The same type of comparisons may be done for other teachers and other component areas.

Data presented in Table 2 also indicate that the teacher's actions related to interpersonal skills and teaching plans and materials are somewhat related (+.45) but not to the extent that their interpersonal skills are related to their classroom procedures (+.68). A correlation of +.65 was computed between the teachers' actions within teaching plans/materials and classroom procedures components of the instrument.

Table 2

Analyses of Student Responses By Classes

Teacher 21-40 Specialized 41-52 Secondary 53-62 Elementary	Sex	Subject	Percent and Teacher Rank of "Nevers" Out of Total Possible Number of "Nevers"*					
			1 Interpersonal Skills		2 Teaching Plans/ Materials		3 Classroom Procedures	
			%	Rank**	%	Rank	%	Rank
21	F	Jr Hi PER	5.16	15	7.09	26	5.48	30
22	F	Elem HPER	3.57	21	11.42	16	7.14	24
23	F	Hi School HPER	3.08	25.5	6.15	29	7.12	25
24	F	Jr Hi HPER	6.96	12	15.65	11	13.48	11
25	F	jr Hi HPER	3.08	25.5	24.62	6	10.00	15
27	F	Art K-6	6.67	13	7.50	23.5	9.17	18
28	F	Business 9-10	7.37	10	6.32	28	8.68	20
29	F	Business 9	11.30	6	21.74	7	15.22	9
30	M	Bus 10-12	8.28	9	7.59	22	15.86	8
31	F	Home Ec	2.67	27	6.67	27	11.33	12
32	F	Home Ec	3.53	22	10.59	17	10.29	14
33	F	Home Ec	38.95	1	26.32	3	43.95	1
34	M	Music 5-12	4.44	18	15.56	12	9.44	16
36	F	Music K-4	1.48	32	5.19	30	6.67	27
37	M	Music 6-12	1.88	29	7.50	23.5	5.94	28
38	M	Music 5-12	3.20	24	10.40	18	16.00	7
39	F	Library 4-8	0.74	34	8.89	21	11.11	13
40	M	Ind. Ed	1.29	33	20.00	8	8.87	19
41	M	Soc Studies	7.06	11	15.29	13	14.71	10
42	F	Spanish	0.00	36	5.00	31	2.34	35
43	F	German	1.67	30	0.00	36	1.67	36
44	F	Spanish	12.41	5	26.21	4	19.31	4
45	F	English	3.70	20	11.85	15	7.22	23
46	F	English	1.00	33	9.00	20	5.25	31
47	M	French	35.38	2	50.77	1	38.85	2
48	F	Science	17.39	3	26.09	5	16.74	5
49	M	Math	1.54	31	32.31	2	4.23	33
50	M	Science	3.33	23	1.67	35	5.63	29
51	M	Science	4.67	17	9.33	19	8.33	21
52	M	Science	8.70	8	17.39	10	16.09	6
57	F	Grade 4	2.22	28	2.22	34	3.06	34
58	F	Grade 4	10.53	7	7.37	25	7.63	22
59	F	Grade 5	5.22	14	2.61	33	4.57	32
60	M	Grade 5	4.17	19	3.33	32	9.38	17
61	M	Grade 5	15.00	4	18.57	9	21.43	3
62	F	Grade 6	5.00	16	14.17	14	6.88	26

Rho_{12} = +.45 Rho_{13} = +.68 Rho_{23} = +.65

* Interpersonal Skills - N X 5 items = Possible number of "nevers"
Teaching Plans/Materials - N X 5 items = Possible number of "nevers"
Classroom Procedures - N X 20 items = Possible number of "nevers

** Rank of 36 is highest or "best" teacher - rank of 1 is lowest